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ABSTRACT

Given current emphasis on the importance of the principal as an instructional leader, this document outlines a training session designed to help principals learn and share effective teaching methods. Trends in inservice training are discussed, and research on aspects of teacher effectiveness such as clarity of presentation, student-centered instruction, variety, and "over-learning" is reviewed. This training program in effective teaching strategies uses "Strategies and Techniques That Encourage Learning," the last of four videotapes entitled "Motivating Students to Learn" in "The Master Teacher" program. Results to be expected upon successful implementation of effective classroom practices and the agenda for the half-day inservice training session for principals are given. Appended are reciprocal interaction models of teaching effective instructional practices; an outline of the videotape; a list of activities to use with the videotape; the agenda, goal, and rationale for the training program; parallels between staff development and direct instruction; and five aspects of clarity. (16 references) (CLA)

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TEACHER APPRAISAL AND STUDENT ACHIEVEMENT

An Inservice package based upon the
Texas Teacher Appraisal System (TTAS)

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Presented to
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Running head: TTAS training

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ABSTRACT

The focus of this research paper is the development of a training package to be implemented and disseminated among appraisers, mainly principals who are often the primary appraisers of their teachers, in helping them become more proficient in their use of the Texas Teacher Appraisal System (TTAS). Research-based discussion is provided relevant to the principal as the instructional leader, the importance of inservice training, and aspects of teacher effectiveness. The training session along with related materials is then presented.

INTRODUCTION

In order for appraisals to work and for better supervision to occur in our schools, there is a need for leadership that is concerned with vision and with people. Leaders of today, emphasize their organization's basic purposes, and communicate actively and effectively with their staff. They also state their vision with clarity and energy; they understand the culture of their organization -- its structure, processes, climate, values, and shared assumptions. Leaders foster trust by practicing what they preach and by modeling realistic self-regard and growth (Evans, 1989).

THE PRINCIPAL AS INSTRUCTIONAL LEADER

The school principalship has been the subject of hundreds of studies over the past 30 years. The central role of the principal has been viewed at different times as building manager, administrator, politician, change agent, and instructional leader. During the last decade interest has focused on the principal as the instructional leader, accountable for the academic achievement of students. Taken collectively, the "effective schools" studies reflect the view that the direct responsibility for improving instruction and learning rests in the hands of the school principal. The most recent school effectiveness research focuses on teacher satisfaction with the workplace and student achievement. This body of knowledge has found a powerful association between teachers' satisfaction with their professional role as classroom teachers and incremental growth

in student academic achievement. It has also found that teachers' perception of the school principal as an instructional leader is the most powerful determinant of teachers' satisfaction with their professional role (Andrews and Smith, 1989).

For Andrews and Smith (1989), the principal as the instructional leader means that the principal is perceived by close associates as (1) providing the necessary resources so that the school's academic goals can be achieved; (2) possessing knowledge and skill in curriculum and instructional matters so that teachers perceive that their interaction with the principal leads to improved instructional practice; (3) being a skilled communicator in one-on-one , small as well as large group settings; and (4) being a visionary who is out and around creating a visible presence for the staff, students, and parents at both the physical and philosophical levels concerning what the school is all about (Andrews and Smith, 1989). Rutherford (1985) notes that effective principals "intervene in a supportive or corrective manner when this seems necessary."

This training session is devoted to the principals who are often the primary appraisers of their teachers and who in the long run have the most impact on instruction and how it is perceived by all those involved in the process. ". . .The principal knows quality instruction and actively works with staff to improve their instructional skills" (Blum, Butler and Olson, 1987).

THE IMPORTANCE OF INSERVICE TRAINING

Past perceptions of inservice training are that of ineffective and limiting activities. The new vision is one that challenges and involves teachers in the creation of their own knowledge-base. Inservice training or staff development as it is presently known, began more than fifteen years ago when educators and researchers began to recognize and increase the knowledge-base of the adult learner. Researchers, according to Sprinthall and Thies-Sprinhall (1983) have learned that cognitive development does not peak in late adolescence, plateau, and then decline, in fact cognitive complexity continues to develop or has the potential to do so throughout one's life, even into late adulthood (as cited in Lambert, 1989).

Research based on Hunter (1979), and Berlinger (1984) states that there are effective elements of good instruction. Joyce and Showers (1983) describe the philosophy of coaching and transferring skills to the classroom. Modeling, practice, and feedback are now the basic core of staff development centered on the following model:

* presentation of theory,
* demonstration of skill,
* practice,
* feedback,
* coaching.

A new role for staff development is beginning to occur with the idea of empowerment. System facilitators with additional skills and

functions will become the new identity for administrators. Modern day staff developers will assist professional to:

* inquire into and reflect upon practice,
* elicit and share craft knowledge,
* identify and create options for learning,
* lead and work collaboratively,
* design school and district systems that open opportunities and encourage participation.

Administrators and teachers must be offered training in innovative instructional strategies such as: cooperative learning, reciprocal interaction models of teaching, learning styles, and mastery teaching. They must develop a common vocabulary for the description of effective instruction. More importantly they must work together to make effective instruction take place in all classes, at all times, for the ultimate benefit of the students involved.

ASPECTS OF TEACHER EFFECTIVENESS

Effective schools literature highlights a set of factors which positively correlate with student gains in achievement. One of these factors concerns academically rich programs, which focus on "students actively engaging in learning through tasks that capitalize on their personal experiences" (Ortiz, 1988). The Reciprocal Interaction Models of Teaching (see Appendix A), which Cummins (1984), Algozzine and Maheady (1986) are strong advocates of, are based on making instruction meaningful and motivating to students

through academic tasks which are personalized to fit the students' needs. Any in-service training should be tailored to fit specific needs of the faculty in ways that will ultimately improve instructional practices, while allowing for opportunities to share and emulate teaching strategies. Principals as instructional leaders need to be knowledgeable of instructional practices and adaptations that work, encouraging their teachers to implement these in their classrooms.

Research on teaching reveals that a degree of variety, (along with clarity and enthusiasm) is important for maintaining student interest and attention and ultimately for producing higher achievement (Rosenshine and Furst, 1973). Systematic use of a variety of techniques produces better results promoting student achievement. Effective teachers are clear in the presentation of content while being enthusiastic and using a variety of instructional techniques which elicit and maintain students' attention (Emmer, Evertson, and Anderson, 1980).

As Good and Brophy (1987) state, clarity in the teacher's presentation is essential if students are to understand concepts and work assignments. Providing a clear introduction and a strong summary takes little planning and presentation time, but it can make a big difference in the degree to which students remember essential facts and concepts (Luiten, Ames, & Ackerson, 1970; Schuck, 1981). Therefore before lecturing, teachers should tell students what they

will be expected to learn from the lecture and why it is important for them to know this information (Good & Brophy, 1987).

Teacher explanations of content must be understandable, steps must be explained, examples of completed work must be provided, areas of difficulty must be identified, and previous directions must be clarified. Clarity is achieved through the use of relevant examples, step by step explanation, appropriate response to students' questions, demonstration of how to do the work, student practice, allowance of time for student thinking after explanation, statement of expectations and objectives and logical presentation. (Hines, Cruickshank, and Kennedy, 1985).

Joyce and Weil (1980) describe 23 different approaches to teaching, which are classified into four families or orientations known as information processing, social interaction, focus on the individual person, and behavior modification. Each approach has its own individual merit, so it would be a mistake for a teacher to adopt any single approach exclusively. Many things are learned more easily when sequenced in an optimal way and taught directly by the teacher through the use of different instructional techniques.

Rosenshine (1983) discusses how effective teachers present material in small steps. He states that teachers will get better results by breaking the lesson down into "bite-size chunks". He also recommends that the pace be brisk, many examples used, and detailed explanations be provided as well. Rosenshine advocates asking a

variety of questions, from simple fact/recall, to those that involve application and analysis.

Rosenshine also recommends "over learning" which involves much practice and repetition. This is necessary for elementary school instruction. Success rates in classrooms were greater where students had "over learned" a particular concept. Student responses became automatic and it was apparent that the teacher spent less time on remediation activities and actually more on lesson instruction. According to Slavin (1984) for any kind of instruction to be effective, four conditions must be satisfied: (1) the instruction must be high in quality; (2) the instruction must be appropriate to the students' levels; (3) the students must be motivated to work on the tasks; and (4) the students must have adequate time to learn. 67.

In conclusion, in order to provide effective instruction teachers need to be clear and concise in their statements, use a variety of instructional strategies, while periodically making sure that all students are on task and understanding what they are doing.

RESEARCH INTO PRACTICE

Educational research is ongoing and often results in some very promising and relevant information that can impact students as well as educators. Frequently, due to lack of general dissemination and limited resources, the research is never translated into classroom practice. In the case of the research just discussed, several

educators have developed practical classroom techniques that have been rather well packaged and can be used to assist principals gain understanding in better classroom practices and skills in appraising teachers. Improving instruction in order to impact student achievement is the ultimate goal but in the process principals along with teachers need to implement effective teaching strategies. The following program, "The Master Teacher" will be used for this particular training session. The program consists of four videotapes called "Motivating Students to Learn." The focus will be on tape IV, which has the subtitle "Strategies and Techniques that Encourage Learning" and which is divided into four sections. These sections are (1) Communicating high expectations and inviting success, (2) Instilling an "I can do it" attitude, (3) Ways of communicating expectations, and (4) Planning lessons well. The narrator goes through each section and gives practical classroom applications that will be enlightening to teachers as well as their supervisors.

The principals involved in the training session, will ascertain better appraisal skills through watching the videotape and being provided with a presentation of the theory and research included in this paper. They will be shown how to develop and implement this training program to fit their school's particular needs. They will also be told that they will be expected to use this tape for staff development sometime during the school year. They will have a choice as to how they wish to accomplish it: one section at a time, or

two or more sections. They will be given a copy of the videotape program, along with a copy of the training manual (this paper) which includes the relevant research, an outline of the strategies and techniques discussed in the tape, as well as the transparencies. They will also be given a list of activities that they can use after each section. All the materials are included in the appendix section at the end of this paper.

This training program will produce measurable results as effective classroom practices will be implemented, with the expectations being the following:

1. Students will demonstrate improvement in TEAMS scores and in other achievement test scores.
2. High school student dropout rates will decrease.
3. Teachers will show a significant improvement in TTAS scores.
4. Principals will implement the training program and seek assistance in developing follow up sessions.

Following is the agenda for the half-day inservice training session for principals to be held one morning:

AGENDA

8:00 INTRODUCTION AND GOAL OF PRESENTATION

8:15 DISCUSSION OF THE RESEARCH:
PRINCIPAL AS INSTRUCTIONAL LEADER
IMPORTANCE OF STAFF DEVELOPMENT
ASPECTS OF TEACHER EFFECTIVENESS

9:00 COFFEE BREAK

9:15 TRAINING PROGRAM

11:15 CONCLUSION

11:30 QUESTION AND ANSWER

12:00 EVALUATION AND CLOSURE

Appendix A

Reciprocal Interaction Models of Teaching
Effective Instructional Practices

-Dialogue between student and teacher both in written and oral modalities.
-Student-student discussions, collaborative learning context encouraged.
-Use of meaningful language by students encouraged; not correctness of surface forms.
-Conscious integration of language use and development with all curricular content; not taught as isolated subjects.
-Focus on development of higher level cognitive skills; not factual recall.
-Instruction fosters intrinsic motivation.

Examples of Reciprocal Interaction Teaching Strategies:

•Language Teaching:

Tracy and Terrell's Natural Approach
Asher's Total Physical Response (TPR) Approach
Sheltered English Teaching
Characteristics:
-Here and now orientation;
-Use action oriented/multisensory activities;
-Provide visuals;
-Check for comprehension;

•Acquisition of Literacy:

Shared Book Experience
Language Experience Approach
Graves Writing Workshop
Journals
Dialogue Journals

Characteristics:

-Reading instruction should be from bottom/up approach beginning with comprehension, not top/down approach which begins with phonics;

-Teacher models by reading, writing, sharing, and providing a specific time each day;

-Children encouraged to read to parents, and parents to children;

•Collaborative or Cooperative Learning:

Finding Out/Descubrimiento

Kagan's Collaborative Learning

Slavin's Cooperative Learning Groups

Peer Tutoring/Coaching

Characteristics:

-Fosters positive interdependence among students, (perception that one is linked to others in such a way that s/he can not succeed unless others do, and vice-versa);

-Through approach students develop leadership, trust-building, conflict-resolution, decision-making, & communication skills.

•Self- regulated Learning:

Attribution training/retraining

Metacognitive skills training

Feuerstein's Instrumental Enrichment

Characteristics:

-Students manage own cognitive ability and motivational efforts, thus learning is both effective and satisfying;

-Students taught how to think, learn, and problem solve, thus they can modify own behavior when they encounter problems.

•Intrinsic motivation:

Deemphasize external reinforcement

Emphasize on-task behavior and student competence

Characteristics:

-When students view their own engagement in a targeted activity as strictly instrumental to attainment of extrinsic reward there will be a detrimental effect on subsequent interests in the activity.

-Lessons have a purpose, are meaningful and interesting, and capitalize on students' personal experiences.

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Appendix B

"THE MASTER TEACHER"

MOTIVATING STUDENTS TO LEARN

STRATEGIES AND TECHNIQUES THAT ENCOURAGE LEARNING

I. Communicating high expectations and inviting success

A. Communicate high expectations of

--ability

--competence

--responsibility

--value in the classroom

B. Invite success by

--making goals clear

--showing genuine concern

--varying methods and materials

--giving unconditional help

--showing enthusiasm

II. Instilling and "I can do it " attitude

A. The Assumptive Technique

--assume it can and will be done

B. The Choice Technique

--choices should be of equal value

Goal: To get student to try

C. The Minor Point Technique

Goal: To get students to begin

D. Physical action technique

--send students to library or elsewhere to gather materials

E. The Promise Technique

--when interest or resolve begins to flag

--Keep it simple; do not multiple promises

F. Avoid labels

III. Ways of Communicating Expectations

A. Our moods

--our attitudes will be mirrored

--ridicule will backfire

--cynicism breeds cynicism

B. Proximity

--physical closeness is motivating

C. Praise

1. Reward for trying
2. Effective praise must be

--deserved

--appropriate

--personal

--specific

3. Examples

--mark correct, not incorrect responses

--write only in margins of students' papers

--use telephone to communicate good grades

D. Classroom rules

--state in POSITIVE terms

E. Giving directions

--make them as clear as possible

F. Goals and objectives

--make them clear

G. Academic Focus

--keep it clear; "Learning begins here"

--recognize class experts as role models

H. Time

--time spent determines amount learned

--time is important and precious

I. Trust

--believe and act as if students are competent and worthy of trust

IV. Planning Lesson Well

A. Work out details

B. Determine correct level of difficulty

C. Build in flexibility

D. Determine appropriate pace

E. Identify comparative examples

F. Plan to vary methods

G. Include student involvement

H. Determine different ways to test

I. Relate to students' lives - lessons must benefit students

J. Build in success

K. Anticipate and ask questions

Reference

The Master Teacher - Videotape. (1987). P.O. Box 1207; Manhatten, KS 69502.

Appendix C

LIST OF ACTIVITIES TO USE WITH VIDEOTAPE AS NEEDED

Whole group or small groups discussion

Simulation activities

Brainstorming specific ways to implement

Sharing of best personal practices

Review videotape to identify knowledge, skills, and attitudes

Discuss inhibiting factors and how these can be changed

Organize peer observations

Role play good practices versus "bad"

Match videotape strategies with indicators on TTAS

Discuss how videotape techniques will help increase TTAS score

Discuss how videotape techniques will increase student test scores

Appendix D

AGENDA

GOAL OF PRESENTATION

PRINCIPAL AS INSTRUCTIONAL LEADER

IMPORTANCE OF STAFF DEVELOPMENT

TEACHER EFFECTIVENESS

TRAINING PROGRAM

CONCLUSION

QUESTION AND ANSWER

EVALUATION

GOAL:

TO PROVIDE PRINCIPALS WITH A FOUR SESSION STAFF DEVELOPMENT PROGRAM IN THE AREA OF TEACHER EFFECTIVENESS AS IT RELATES TO STUDENT ACHIEVEMENT.

Principal as Instructional Leader

Rationale for Training Session

I. Hundreds of studies since 1950's on Central Role of Principal:

- building manager
- administrator
- politician
- change agent
- instructional leader

II. Principal as instructional leader (defined):

- provides resources for achievement of goals
- possesses knowledge and skills in curriculum and instruction
- skilled communicator
- visionary with visible presence

Strong links between teachers' perceptions of principal as instructional leader; teachers' satisfaction with professional role in the classroom and growth in student academic achievement

Staff development as one function of instructional leadership

PARALLELS BETWEEN STAFF DEVELOPMENT AND DIRECT INSTRUCTION

DIRECT INSTRUCTION MODEL	STAFF DEVELOPMENT MODEL
INPUT	PRESENTATION OF THEORY
MODELING	DEMONSTRATION
GUIDED PRACTICE	PROTECTED PRACTICE
INDEPENDENT PRACTICE	PRACTICE
MORE GUIDED PRACTICE	FEEDBACK AND COACHING

FIVE ASPECTS OF CLARITY

UNDERSTANDING: Prerequisite to clarity, involves matching the information to be learned to the learner's present knowledge.

STRUCTURING: Involves organizing the material to promote a clear presentation:

- -stating the purpose
- -reviewing main ideas
- -providing transitions between sections

SEQUENCING: Involves arranging the information in an order conducive to learning, typically by gradually increasing the difficulty or complexity of the material.

EXPLAINING: Refers to explaining principles and relating them to facts through examples, illustrations, or analogies.

PRESENTING: Refers to volume, pacing, articulation, and other speech mechanics.

McCaleb, J., & White, J. (1980). Critical dimensions in evaluating teacher clarity. *Journal of Classroom Interaction, 15*, 27-30.

Reciprocal Interaction Models of Teaching
Effective Instructional Practices

Characteristics:

-Dialogue between student and teacher both in written and oral modalities.
-Guidance and facilitation; not control of student learning by teacher.
-Student-student discussions, collaborative learning context encouraged.
-Use of meaningful language by students encouraged; not correctness of surface forms.
-Conscious integration of language use and development with all curricular content; not taught as isolated subjects.
-Focus on development of higher level cognitive skills; not factual recall.
-Instruction fosters intrinsic motivation.

WE REMEMBER:

20% OF WHAT WE HEAR.

50% OF WHAT WE SEE AND HEAR.

70% OF WHAT WE SEE, HEAR, AND DO.

90% OF WHAT WE SEE, HEAR, DO, AND TELL ABOUT AS WE ARE DOING IT.

CONCLUSION

1. IDENTIFIED THE IMPORTANCE OF THE PRINCIPAL AS INSTRUCTIONAL LEADER

2. FOCUSED ON THE STAFF DEVELOPMENT FUNCTION OF INSTRUCTIONAL LEADERSHIP

3. EXAMINED THE RESEARCH ON EFFECTIVE SCHOOLS WITH AN EYE TOWARDS TEACHER AS IT IMPACTS STUDENT ACHIEVEMENT

4. PRESENTED A TRAINING SESSION TO PRINCIPALS WHICH THEY CAN USE WITH THEIR FACULTIES AS A STAFF DEVELOPMENT PROGRAM TO INCREASE AWARENESS OF THE IMPACT OF TEACHER BEHAVIOR AS IT RELATES TO STUDENT ACHIEVEMENT

CONCLUSION

This paper has examined inservice training as a function of the principal's role as instructional leader. It has reviewed the effective schools research involving the relationship between teacher behaviors and student achievement. Recognizing the importance of the principal as the instructional leader in effective schools, the presentation of a training session for principals which may be used as part of a building level staff development program addressing teacher behaviors as they impact student achievement, was described.

Schools are about knowledge and learning and any support offered to teachers and principals in successfully fulfilling their roles will contribute to the overriding goal of improved instruction. Improved instruction will result in student growth and measurable student achievement will in turn result in teacher satisfaction. It is expected that this staff development training session will help in reaching that goal.

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